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ABSTRACT

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with table appointments and to illustrate table covers for breakfast, luncheon, and dinner; for counter and cafeteria service; and for banquets and buffets. Illustrated information sheets and learning activities are provided in these areas: basic table-setting procedures and terms; sample breakfast, luncheon, and dinner covers (American style); counter cover; cafeteria service; sample banquet cover; and buffet table set-up. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

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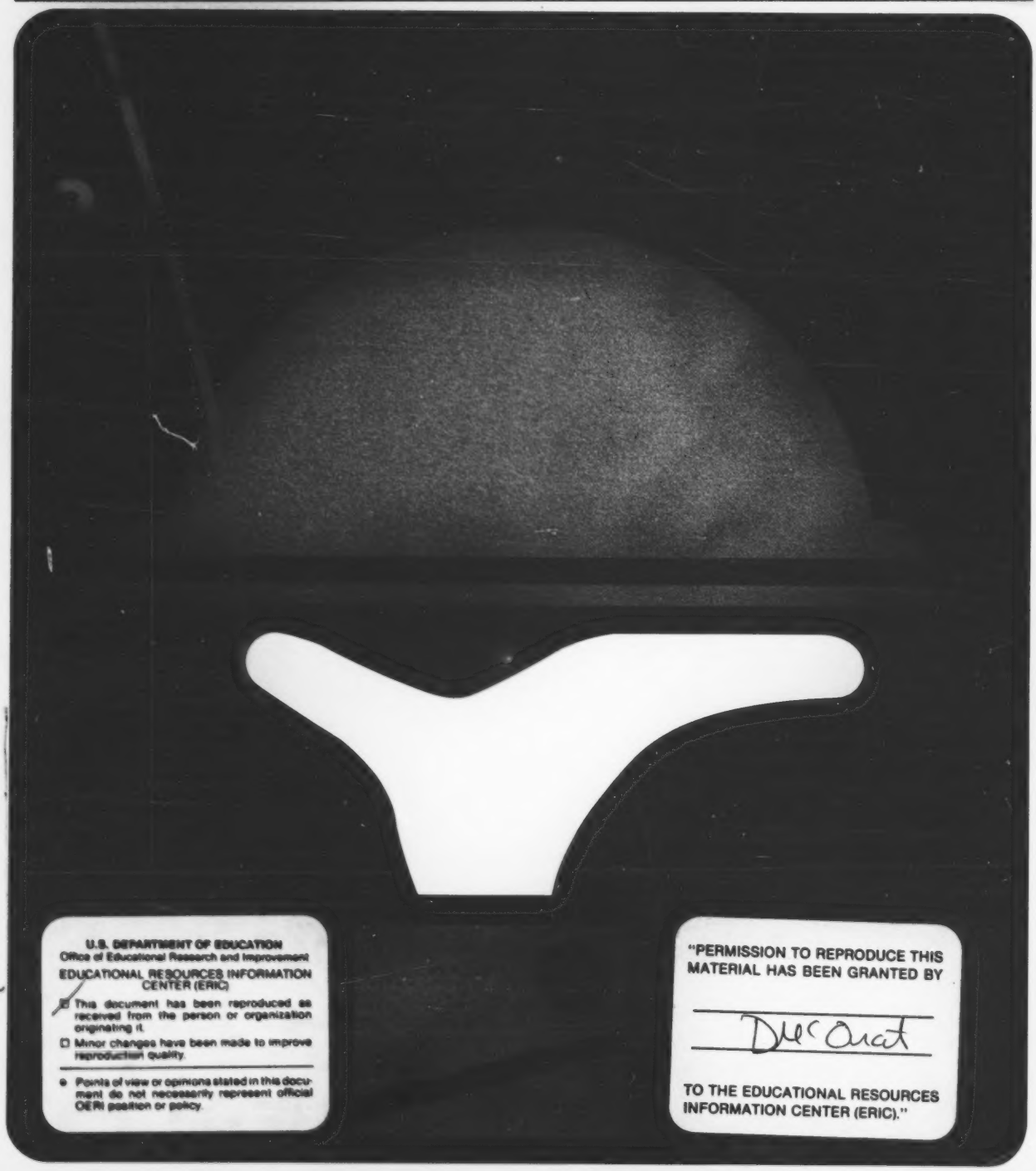
LEARNING ACTIVITY PACKET

8.1a

Dining Room Service/ Setting Table Covers

Related Services



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LEARNING ACTIVITY PACK

8.1a

SECTION 8

Dining Room Service/ Setting Table Covers

Related Services

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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These materials are endorsed for use in training commercial foods and culinary arts workers by the **Florida Restaurant Association's Education Foundation**.

Purpose and Contents

Purpose

The purpose of LAP 8.1a is to introduce and describe table appointments and to illustrate table covers for breakfast, luncheon, and dinner, for counter and cafeteria service, and for banquets and buffets. Although table cover styles may differ from one establishment to another, once you know the basics you can set any style of table cover, as required.

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Introduction

Written Test

You will be able to pass the written test for LAP 8.1a when you can successfully complete the following:

1. Match a list of vocabulary words with their definitions. (At least 14 out of 16 must be correct.)
2. Look at 6 illustrations and identify which basic table appointment category they belong to. (All 6 must be correct.)
3. Identify the names of 10 basic table-setting items. (All 10 must be correct.)
4. Complete sentences about the differences between sample breakfast, luncheon, and dinner covers. (All 6 answers must be correct.)

Skills Test

You will be able to pass the skills test for LAP 8.1a when you complete the following successfully:

1. Set an American-style breakfast cover.
2. Set an American-style luncheon cover.
3. Set an American-style dinner cover.
4. Set a place for counter service.
5. Set a table for cafeteria service.
6. Set a cover for banquet service.
7. Set up tables for buffet service.

REMEMBER . . . Your final performance will also be judged on how well you:

- organize your work area for efficient production before starting,
- follow the steps correctly in the right order, and
- clean your work area when you are finished.

If you feel you know enough to pass the skills test for LAP 8.1a before practicing the skills, talk with your instructor.

Learning Steps

To help you pass the written and skills tests for this LAP, you should follow these learning steps in order. There are two kinds of activities you will be asked to do:

Written activities will prepare you for the **written test.** They should all be done on a separate sheet of paper. The answers for these activities are in the back of this LAP. **Do not write in this LAP!**

Introduction (continued)

Practice Checklist activities will prepare you for the **skills test**. These will be done in the kitchen or dining area. Check with your instructor before beginning these activities.

1. Read and study **Information Sheet 1:** Vocabulary.
2. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
3. Read and study **Information Sheet 2:** Basic Table-Setting Procedures and Terms.
4. Complete **Activity 2A:** Identifying Basic Table Appointment Categories. Check your answers.
5. Complete **Activity 2B:** Identifying Basic Table-Setting Items. Check your answers.
6. Read and study **Information Sheet 3:** Sample Breakfast Cover (American Style).
7. Complete **Activity 3A:** Item Placement on the Breakfast Cover. Check your answers.
8. Complete **Activity 3B:** Practice Checklist—Set a Breakfast Cover.
9. Read and study **Information Sheet 4:** Sample Luncheon Cover (American Style).
10. Complete **Activity 4A:** Item Placement on the Luncheon Cover. Check your answers.
11. Complete **Activity 4B:** Practice Checklist—Set a Luncheon Cover.
12. Read and study **Information Sheet 5:** Sample Dinner Cover (American Style).
13. Complete **Activity 5A:** Item Placement on the Dinner Cover. Check your answers.
14. Complete **Activity 5B:** Practice Checklist—Set a Dinner Cover.
15. Complete **Activity 5C:** Comparing Covers. Check your answers.
16. Read and study **Information Sheet 6:** Counter Cover.
17. Complete **Activity 6A:** Item Placement on the Counter Cover. Check your answers.
18. Complete **Activity 6B:** Practice Checklist—Set a Counter Cover.

Introduction (continued)

19. Read and study **Information Sheet 7:** Cafeteria Service.

20. Complete **Activity 7A:** Item Placement for Cafeteria Service. Check your answers.

21. Complete **Activity 7B:** Practice Checklist—Set a Cover for Cafeteria Service.

22. Read and study **Information Sheet 8:** Sample Banquet Cover.

23. Complete **Activity 8A:** Item Placement for the Banquet Cover. Check your answers.

24. Complete **Activity 8B:** Practice Checklist—Set a Banquet Cover.

25. Read and Study **Information Sheet 9:** Buffet Table Set-up.

26. Complete **Activity 9A:** Item Placement for the Buffet Table. Check your answers.

27. Complete **Activity 9B:** Practice Checklist—Set Up a Buffet Table.

28. Get **Written Test 8.1a** from your instructor and complete it. If you are successful, go on to Step 29; if not, talk with your instructor.

29. Have your instructor evaluate you on **Skills Test 8.1a:** Setting Table Covers. If you are successful, you have completed this LAP; if not, talk with your instructor.

Information Sheet 1
Vocabulary

These vocabulary words are used in this LAP. Study the list. When you think you know all the words and their meanings, test yourself by doing Activity 1.

1. **dinnerware**—plates, cups, saucers, and bowls
2. **china**—fine-quality dinnerware; another name for dinnerware
3. **glassware**—water and beverage glasses
4. **crystal**—fine-quality glassware; another name for glassware
5. **flatware**—spoons, knives, and forks; also called silverware
6. **cover**—the arrangement of dinnerware, flatware, glassware, accessories, and napkin in a place setting
7. **centerpiece**—a decoration usually placed in the center of the table
8. **accessories**—items used to set a table, such as a sugar bowl, a centerpiece, and salt and pepper shakers; items used in addition to the flatware, dinnerware, and glassware in a table setting
9. **table appointments**—all items used in a table setting
10. **linen**—cloth tablecloths, place mats, and napkins
11. **silencer**—a cloth or mat placed underneath the tablecloth to prevent noise when table appointments are used or moved
12. **demitasse cup and saucer**—a small cup and saucer, used for serving after-dinner coffee

Information Sheet 1 (continued)
Vocabulary

13. **finger bowl**—a small bowl, used to hold water for washing one's fingers between courses during a meal

14. **goblet**—a glass with a stem and foot

15. **underliner**—a plate that is used under another plate or dish during service

16. **service plate**—a plate that serves as an underliner during a formal meal service

Activity 1
Matching Vocabulary Words

Directions

On a separate sheet of paper, write each vocabulary word and the correct definition, chosen from the list on the following page.

Vocabulary Words

1. **accessories** _____
2. **centerpiece** _____
3. **china** _____
4. **cover** _____
5. **crystal** _____
6. **demitasse cup and saucer** _____
7. **dinnerware** _____
8. **finger bowl** _____
9. **flatware** _____
10. **glassware** _____
11. **goblet** _____
12. **linen** _____
13. **service plate** _____
14. **silencer** _____
15. **table appointments** _____
16. **underliner** _____

Activity 1 (continued)
Matching Vocabulary Words

Definitions

Plates, cups, saucers, and bowls

Fine-quality dinnerware; another name for dinnerware

Water and beverage glasses

Fine-quality glassware; another name for glassware

Spoons, knives, and forks; also called silverware

The arrangement of dinnerware, flatware, glassware, accessories, and napkin in a place setting

A decoration usually placed in the center of the table

Items used to set a table, such as a sugar bowl, a centerpiece, and salt and pepper shakers; items used in addition to the flatware, dinnerware, and glassware in a table setting

All items used in a table setting

A cloth or mat placed underneath the tablecloth to prevent noise when table appointments are used or moved

Cloth tablecloths, place mats, and napkins

A small cup and saucer, used for serving after-dinner coffee

A small bowl, used to hold water for washing one's fingers between courses during a meal

A glass with a stem and foot

A plate that is used under another plate or dish during service

A plate that serves as an underliner during a formal meal service

Check your answers in the back of this LAP. If you missed any, review Information Sheet 1.

Information Sheet 2
Basic Table-Setting Procedures and Terms

Tables are set up according to several styles of service. American-style service will be described in this LAP. American-style covers for breakfast, lunch, and dinner, and for counter service, banquet table, and sit-down buffet table are laid basically the same. Cafeteria table covers are different in that only the center items are placed on the tables. The other table appointments are picked up on the serving line.

Always follow the table-setting pattern used by the restaurant in which you work. However, knowing the following table-setting procedures will help you wherever you work.

Basic Table Setting Procedures

1. Table covers
- a. Select table appointments for a cover according to the menu design and type of service.
- b. Lay the table neatly and symmetrically (balanced).
- c. Place covers so they face each other across the table.
- d. Place covers between table legs.
- e. Place covers as close together as possible without crowding.

2. Tablecloth
- a. Lay the tablecloth either over a silencer or directly on the table.
- b. The tablecloth should extend evenly about 12 inches over the table's edge.
- c. The tablecloth should be clean and free from wrinkles.
- d. If a **top cloth** is used, it should be removed each time a meal is served.
- e. Lay **place mats** 1 inch from the edge of the table.

3. Napkins
- a. Fold napkins neatly, according to house policy.
- b. The placement of napkins varies. The napkin may be placed either in the center of the cover, above the dinner plate, or to the left of the fork(s) with the open edges turned toward the center of the cover.

4. Flatware (Silverware)
- a. Lay flatware from the outside inward toward the plate, in the order to be used.
- b. Place **forks** to the left of the cover, 1 inch from the edge of the table with the tines (eating end) pointing up.
- c. Place the **cocktail fork** on the right side of the cover.
- d. Allow a 9-inch space between the forks and knives for the dinner plate.
- e. Place **knives** on the right of the cover, next to the plate.
- f. Place **knives** 1 inch from the edge of the table.
- g. Place the **butter knife** (spreader) on either the top or right edge of the bread and butter plate.

Information Sheet 2 (continued)
Basic Table-Setting Procedures and Terms

h. Place **spoons** on the right side of the cover, next to the knives, with the bowls pointing up.
i. **Dessert silver** is generally brought in with the dessert. A **dessert fork** is placed on the left and a **dessert spoon** on the right.

5. Dinnerware (China)
a. Place the **dinner plate** in the center of the cover.
b. Place the **bread and butter plate** on the left of the cover, above the tines of the dinner fork.
c. Place the **salad bowl or salad plate** on the left of the dinner plate.
d. Place the **cup and saucer** at the right of the spoons, with the handle of the cup turned to the right.

6. Glassware (Crystal)
a. Place the **water glass** at the right of the cover, above the tip of the knife.
b. Place the **beverage glass** at the right of the cover above the tip of the spoons.
c. Place the **juice glass** at the right of the cover above the spoons.
d. Place the **cocktail glass or underliner** in the center of the cover, usually on the dinner plate.

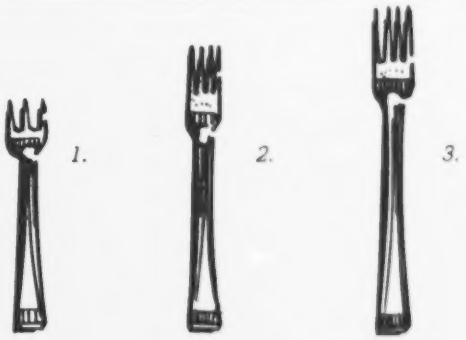
7. Accessories (additional pieces)
a. Place the **coffeepot** either near the center of the table or above the customer's cup and saucer.
b. Place the **creamers** either above the cup and saucer or above the tip of the outside spoon.
c. Place **condiment bottles** near the center of the table.
d. Place **salt and pepper shakers, sugar bowls,** and **ashtrays** in or near the center of the table.
e. Place **centerpieces** in the middle of the table.

Information Sheet 2 (continued)
Basic Table-Setting Procedures and Terms

Illustrations: Flatware (silverware) used in table covers

Forks

1. cocktail/oyster fork
2. salad/dessert fork
3. dinner fork

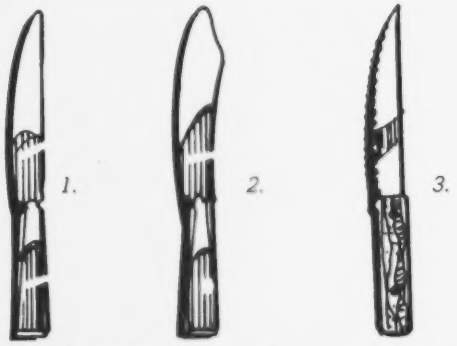


Spoons

1. teaspoon
2. soup/cereal spoon
3. iced tea/parfait spoon

Knives

1. dinner knife
2. butter knife (spreader)
3. steak knife



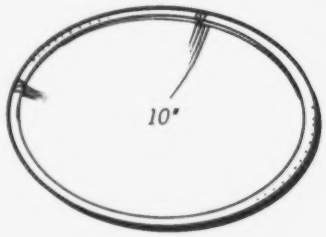
Note: Your instructor will set up a flatware display. Learn to identify each piece of flatware.

Information Sheet 2 (continued)
Basic Table-Setting Procedures and Terms

Illustrations: Dinnerware (china) used in table covers

1. dinner plate (10-inch) (may be 9-inch plate)

1.



2. salad or dessert plate (7-inch)

2.

3. bread and butter plate (6½-inch)

3.

4. saucer (6½-inch)

4.

5. soup, salad, or cereal bowl (9-ounce)

5.

6. coffee cup (7-ounce)

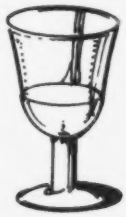
6.

Note: Your instructor will set up a dinnerware display. Learn to identify each piece of dinnerware.

Information Sheet 2 (continued)
Basic Table-Setting Procedures and Terms

Illustrations: Sample glassware (crystal) used in table covers

1. iced tea goblet



2. water goblet

3. sherbet glass

4. parfait glass

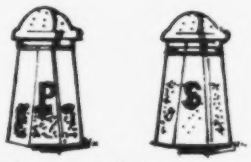
5. cocktail glass

6. juice glass

Note: Your instructor will set up a display of glassware. Learn to identify each glass.

Information Sheet 2 (continued)
Basic Table-Setting Procedures and Terms

Illustrations: Sample accessories used in table covers



1. salt and pepper shakers

2. sugar bowl

3. creamer

4. ash tray

5. coffee pot

6. centerpiece

Note: Your instructor will set up a display of accessories. Learn to identify the accessory items. Remember, the styles of accessory items vary from one establishment to another.

Activity 2A
Identifying Basic Table Appointment Categories

Directions

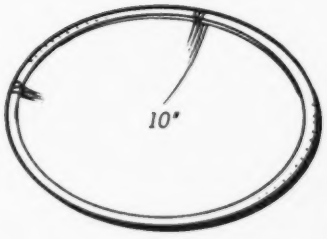
Identify each item shown below as one of the following: **glassware**, **flatware**, **dinnerware**, or **accessory**. Write your answers **on a separate sheet of paper.**

DO NOT WRITE IN THIS LAP

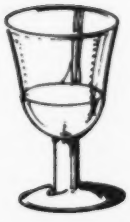
1. _____

2. _____

3. _____



4. _____



5. _____

6. _____

Check your answers in the back of this LAP. If you missed any, review Information Sheet 2.

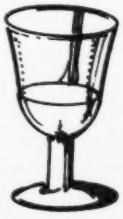
Activity 2B
Identifying Basic Table-Setting Items

Directions

Identify each item shown below by writing the correct letter in the blank beside each numbered word. **Write your answers on a separate sheet of paper.**

a.

b.

c. 

d.

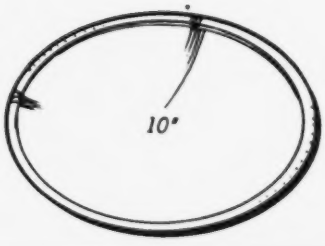
e.

f.

g.

h.

i.

j. 

DO NOT WRITE IN THIS LAP

_____ 1. salad plate
_____ 2. dinner plate
_____ 3. salad fork
_____ 4. dinner knife
_____ 5. dinner fork
_____ 6. napkin
_____ 7. bread and butter plate
_____ 8. cup and saucer
_____ 9. water glass
_____ 10. teaspoon

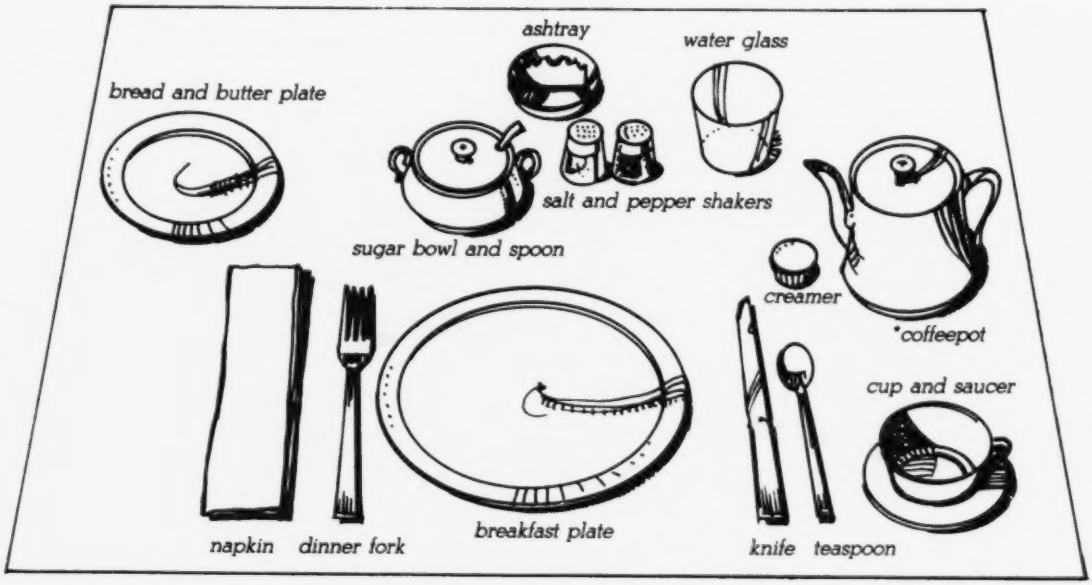
Check your answers in the back of this LAP. If you missed any, review Information Sheet 2.

Information Sheet 3
Sample Breakfast Cover (American Style)

Introduction

Study the following diagram and use it as a guide for setting an **American-style breakfast cover**. Ask your instructor for the items you need to practice setting this breakfast cover.

Sample Breakfast Cover



***Note placement of coffeepot**

Activity 3A

Item Placement on the Breakfast Cover

Direction

On a separate sheet of paper, draw a 5" × 7" rectangle and show the placement of each of the following items in an **American-style breakfast cover**. Write the appropriate abbreviation in the correct place on the rectangle.

breakfast plate (BP)
dinner fork (DF)
knife (K)
teaspoon (Tsp)
cup and saucer (CS)
coffeepot (C)
creamer (CR)
water glass WG)
salt and pepper shakers (SPS)
ashtray (A)
sugar bowl and spoon (SBS)
bread and butter plate (BBP)
napkin ((N)

Check your answers in the back of this LAP. If you missed any, review Information Sheet 3.

Activity 3B

Practice Checklist: Set a Breakfast Cover

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagram in Information Sheet 3 to help you perform the task.

Steps

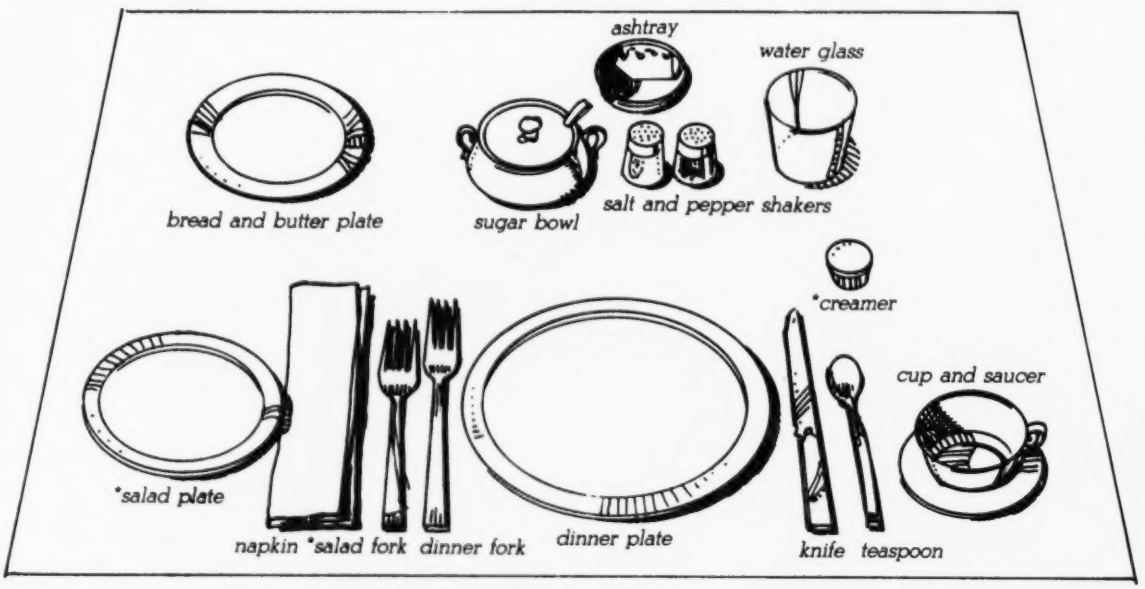
✓	
	1. Place the breakfast plate in the center of the lower half of the cover.
	2. Place the dinner fork to the left of the breakfast plate.
	3. Place the knife to the right of the breakfast plate.
	4. Place the teaspoon to the right of the knife.
	5. Place the napkin to the left of the dinner fork.
	6. Place the cup and saucer to the right of the teaspoon.
	7. Place the bread and butter plate above and to the left of the napkin.
	8. Place the water glass on the right, above the teaspoon and knife.
	9. Place the creamer on the right, between the water glass and the teaspoon.
	10. Place the coffeepot on the right, above the cup and saucer.
	11. Place the sugar bowl and spoon above the breakfast plate, to the left of center.
	12. Place the salt and pepper shakers above the breakfast plate, to the right of center.
	13. Place the ashtray at the top center of the cover.

Information Sheet 4
Sample Luncheon Cover (American Style)

Introduction

Study the following diagram and use it as a guide for setting an **American-style luncheon cover**. Ask your instructor for the items you need to practice setting this luncheon cover.

Sample Luncheon Cover



***Note placement of the salad fork, salad plate, and creamer.**

Activity 4A

Item Placement on the Luncheon Cover

Directions

On a separate sheet of paper, draw a 5" × 7" rectangle and show the placement of each of the following items in an **American-style luncheon cover**. Write the appropriate abbreviation in the correct place on the rectangle.

dinner plate (DP)
dinner fork (DF)
salad fork (SF)
knife (K)
teaspoon (Tsp)
cup and saucer (CS)
salad plate (SP)
creamer (CR)
water glass (WG)
salt and pepper shakers (SPS)
ashtray (A)
sugar bowl (SB)
bread and butter plate (BBP)
napkin (N)

Check your answers in the back of this LAP. If you missed any, review Information Sheet 4.

Activity 4B

Practice Checklist: Set a Luncheon Cover

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagram in Information Sheet 4 to help you perform the task.

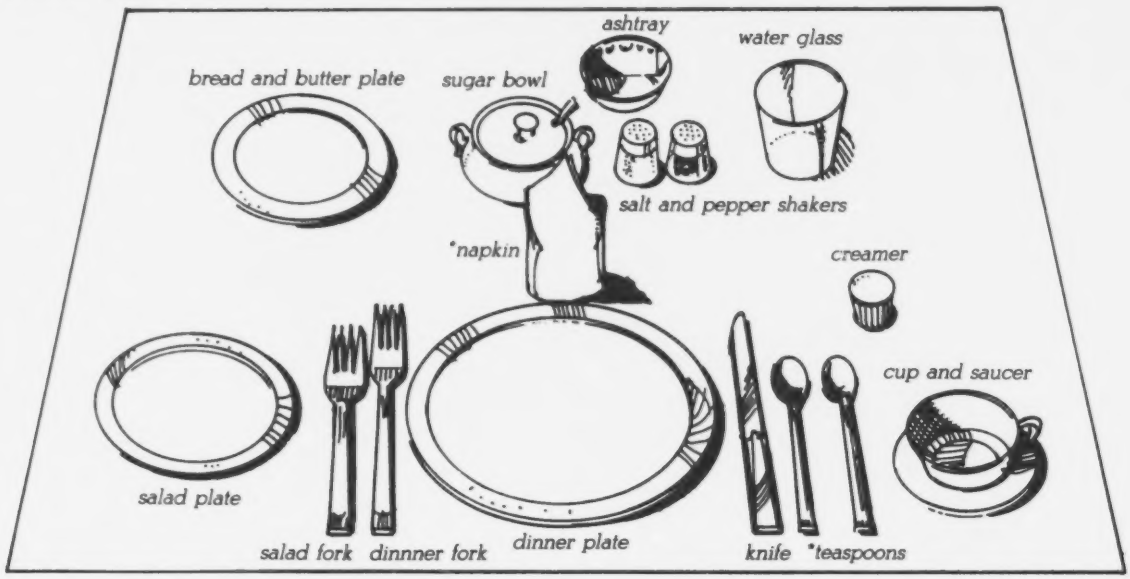
Steps	✔
1. Place the dinner plate in the center of the lower half of the cover.	
2. Place the dinner fork to the left of the dinner plate.	
3. Place the salad fork to the left of the dinner fork.	
4. Place the knife to the right of the dinner plate.	
5. Place the teaspoon to the right of the knife.	
6. Place the napkin to the left of the salad fork.	
7. Place the cup and saucer to the right ot the teaspoon.	
8. Place the bread and butter plate above and to the left of the napkin.	
9. Place the salad plate to the left of the napkin.	
10. Place the water glass on the right, above the spoon.	
11. Place the creamer on the right, above the cup and saucer.	
12. Place the sugar bowl above the dinner plate, to the left of center.	
13. Place the salt and pepper shakers above the dinner plate, to the right of center.	
14. Place the ashtray at the top center of the cover.	

Information Sheet 5
Sample Dinner Cover (American Style)

Introduction

Study the following diagram and use it as a guide for setting an **American-style dinner cover**. Ask your instructor for the items you need to practice setting this dinner cover.

Sample Dinner Cover



***Note that placement of the napkin and second teaspoon may differ from one cover to another.**

Additional Dinner Service Covers

Appetizer Cover. Place cocktail glass and underliner on dinner plate. Place cocktail fork and/or soup spoon on the right side of the cover outside the teaspoon(s). Napkin placement will vary.

Dessert Cover. Place dessert plate in the center of the cover with the napkin on the left and dessert fork on the right. All other table appointments may be removed.

Activity 5A
Item Placement on the Dinner Cover

Directions

On a separate sheet of paper, draw a 5" × 7" rectangle and show the placement of each of the following items in an **American-style dinner cover**. Write the appropriate abbreviation in the correct place on the rectangle.

dinner plate (DP)
dinner fork (DF)
salad fork (SF)
knife (K)
teaspoon (Tsp) (You'll need two of these!)
cup and saucer (CS)
salad plate (SP)
creamer (CR)
water glass (WG)
salt and pepper shakers (SPS)
ashtray (A)
sugar bowl (SB)
bread and butter plate (BBP)
napkin (N)

Check your answers in the back of this LAP. If you missed any, review Information Sheet 5.

Activity 5B
Practice Checklist: Set a Dinner Cover

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagram in Information Sheet 5 to help you perform the task.

Steps

✔	
	1. Place the dinner plate in the center of the lower half of the cover.
	2. Place the dinner fork to the left of the dinner plate.
	3. Place the salad fork to the left of the dinner fork.
	4. Place the knife to the right of the dinner plate.
	5. Place two teaspoons to the right of the knife.
	6. Place the folded napkin above the dinner plate.
	7. Place the cup and saucer to the right of the teaspoon.
	8. Place the bread and butter plate above and to the left of the napkin.
	9. Place the salad plate to the left of the napkin.
	10. Place the water glass on the right, above the spoon.
	11. Place the creamer on the right, above the cup and saucer.
	12. Place the sugar bowl above the dinner plate, to the left of center.
	13. Place the salt and pepper shakers above the dinner plate, to the right of center.
	14. Place the ashtray at the top center of the cover.

Activity 5C
Comparing Covers

Directions

Look carefully at the sample breakfast, luncheon, and dinner covers. Observe the differences between them. Then, fill in the blanks below with words chosen from the word bank. **Write your answers on a separate sheet of paper.**

1. In the sample _____ cover, the coffeepot appears on the _____ side.

2. Flatware on the sample _____ cover consists of a _____ fork, a dinner fork, a knife, and a teaspoon.

3. On the sample dinner cover, the folded _____ is placed above the dinner plate, and two _____ are placed beside the knife.

DO NOT WRITE IN THIS LAP

Word Bank

left	teaspoons
right	forks
luncheon	salad
breakfast	napkin
dinner	dessert

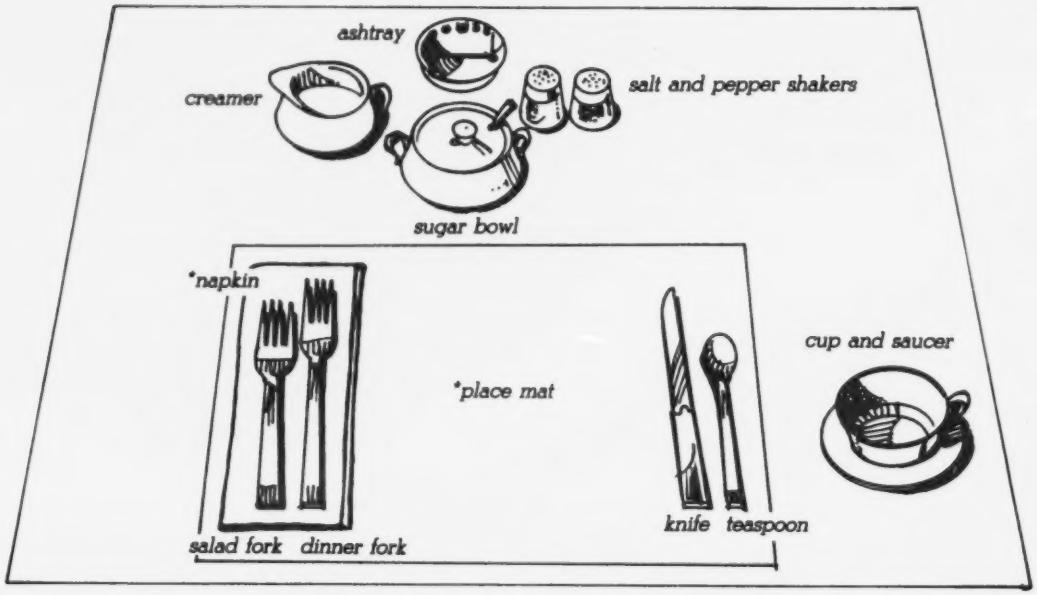
Check your answers in the back of this LAP. If you missed any, review Information Sheets 3, 4, and 5.

Information Sheet 6
Counter Cover

Introduction

Study the following diagram and use it as a guide for a counter cover. Ask your instructor for the items you need to practice setting this counter cover.

Counter Cover



***Note that the counter cover includes a place mat and that the forks are placed on top of the napkin.**

Activity 6A

Item Placement on the Counter Cover

Directions

On a separate sheet of paper, draw a 5" × 7" rectangle and show the placement of each of the following items in a **counter cover**. Write the appropriate abbreviation in the correct place on the rectangle.

place mat (PM)
salad fork (SF)
dinner fork (DF)
knife (K)
teaspoon (Tsp)
cup and saucer (CS)
cream pitcher (CP)
salt and pepper shakers (SPS)
ashtray (A)
sugar bowl (SB)
napkin (N)

Check your answers in the back of this LAP. If you missed any, review Information Sheet 6.

Activity 6B
Practice Checklist: Set a Counter Cover

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagram in Information Sheet 6 to help you perform the task.

Steps

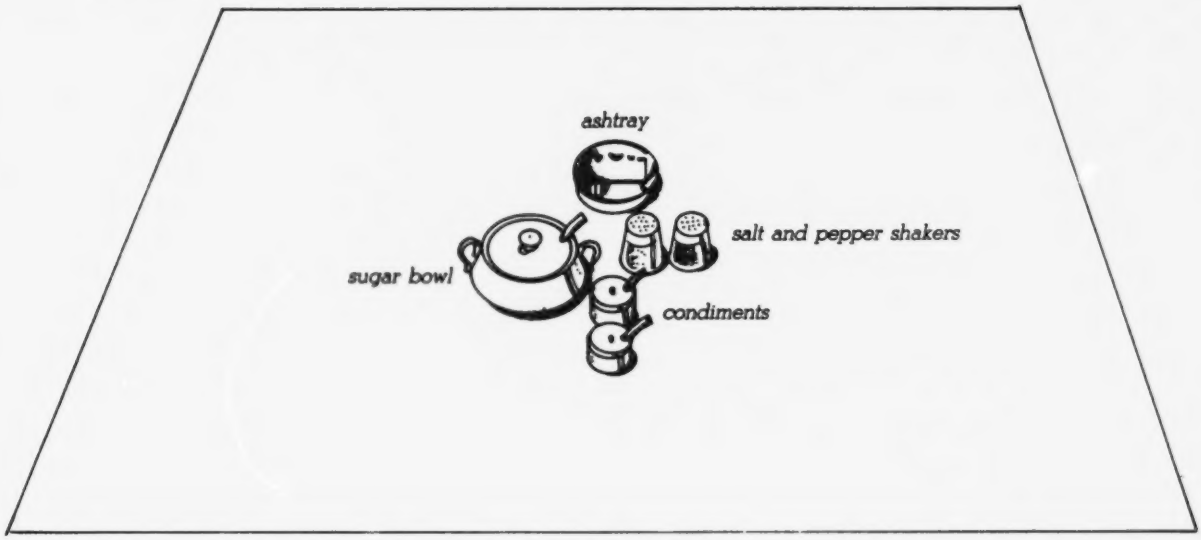
✔	
	1. Place the place mat in the center of the lower half of the cover.
	2. Place the knife on the right side of the place mat, leaving room for the plate.
	3. Place the teaspoon to the right of the knife.
	4. Place the cup and saucer next to the teaspoon, to the right of the place mat.
	5. Place the salt and pepper shakers above the place mat, to the right of center.
	6. Place the sugar bowl above the place mat, to the left of center.
	7. Place the creamer above the place mat, to the left of center.
	8. Place the napkin on the left side of the place mat.
	9. Place the salad fork on the left hand side of the napkin.
	10. Place the dinner fork on the napkin, to the right of the salad fork.

Information Sheet 7
Cafeteria Service

Introduction

Study the following diagram and use it as a guide for setting up cafeteria tables. Ask your instructor for the items you need to practice setting up for cafeteria service. In this type of service the accessory items are placed in the center of the table; the customer picks up the flatware, napkin, dinnerware, and glassware on the serving line.

Sample Cover for Cafeteria Service



Activity 7A
Item Placement for Cafeteria Service

Directions

On a separate sheet of paper, draw a 5" × 7" rectangle and show the placement of each of the following items for cafeteria service. Write the appropriate abbreviation in the correct place on the rectangle.

condiments (CO)
salt and pepper shakers (SPS)
ashtray (A)
sugar bowl (SB)

Check your answers in the back of this LAP. If you missed any, review Information Sheet 7.

Activity 7B
Practice Checklist:
Set a Cover for Cafeteria Service

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagram in Information Sheet 7 to help you perform the task.

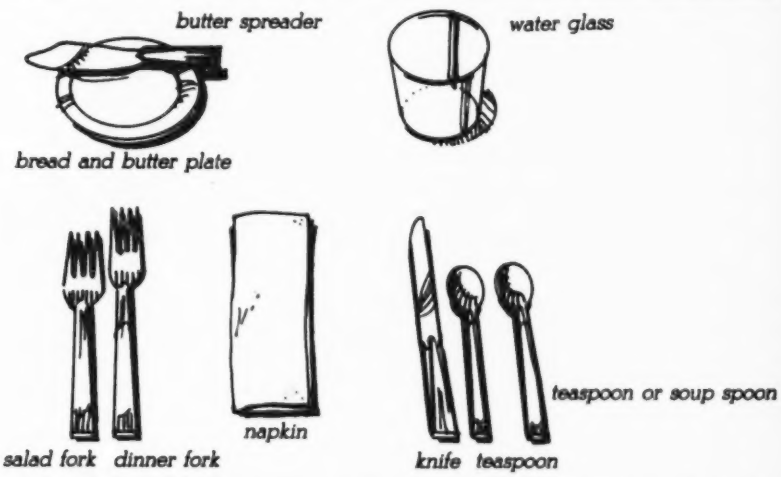
Steps	✔
1. Place the sugar bowl slightly left of the center of the cover.	
2. Place the salt shaker to the right of the sugar bowl and the pepper shaker to the right of the salt shaker.	
3. Place the ashtray slightly to the right of and above the sugar bowl.	
4. Place one condiment container to the right of the sugar bowl, below the salt shaker. Place the other condiment container below the first one.	

Information Sheet 8
Sample Banquet Cover

Introduction

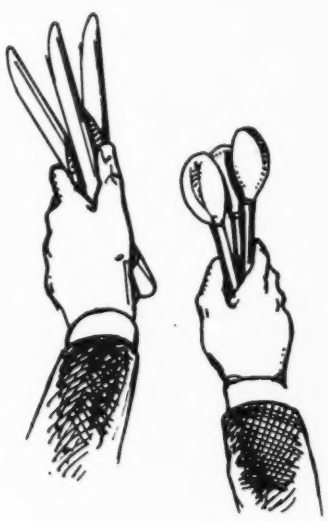
Study the following diagram and use it as a guide for a banquet cover. Ask your instructor for the items you need to practice setting the banquet cover.

Banquet Cover at Start of Service



Rules for Laying Flatware for Banquet Covers

1. Always use both hands. Hold teaspoons in right hand and knives in left hand.
2. Lay both pieces of flatware (spoon and knife) at the same time.



Activity 8A
Item Placement for the Banquet Cover

Directions

On a separate sheet of paper, draw a 5" × 7" rectangle and show the placement of each of the following items in a **banquet cover**. Write the appropriate abbreviations in the correct place on the rectangle.

salad fork (SF)
dinner fork (DF)
knife (K)
teaspoon (Tsp)
soup spoon (SS)
water glass (WG)
bread and butter plate (BBP)
butter spreader (BS)
napkin (N)

Check your answers in the back of this LAP. If you missed any, review Information Sheet 8.

Activity 8B
Practice Checklist: Set a Banquet Cover

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagram in Information Sheet 8 to help you perform the task.

Steps

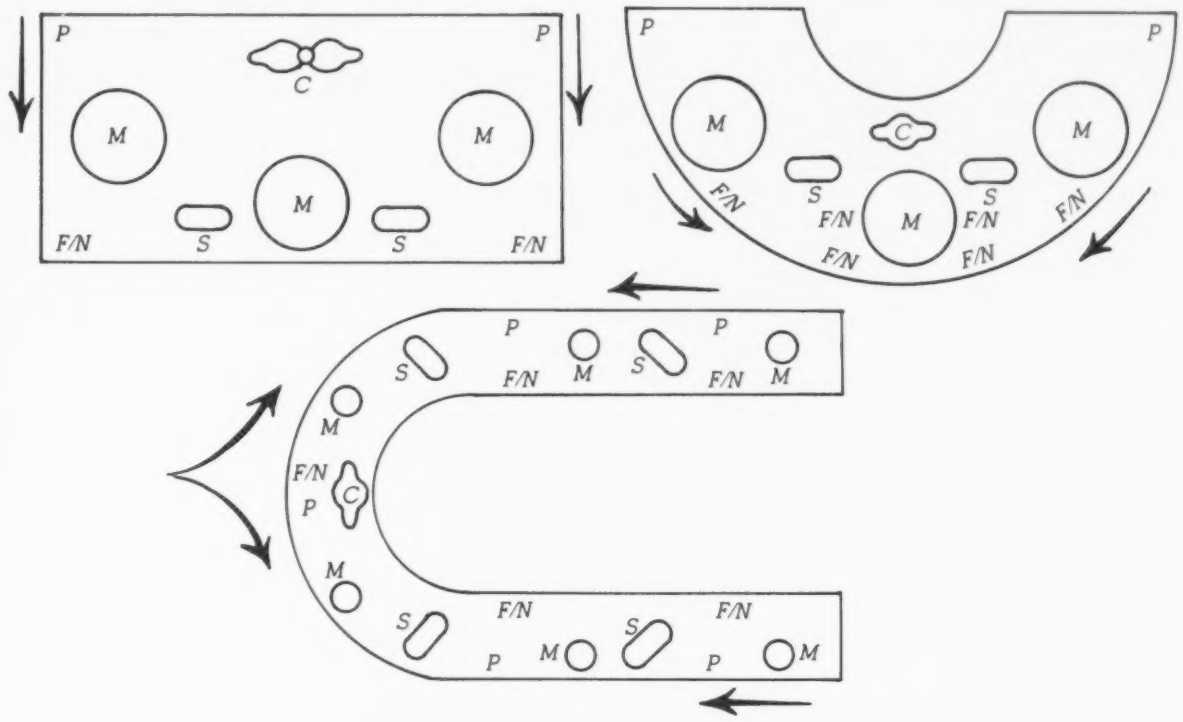
✓	
	1. Place the napkin in the center of the lower half of the cover.
	2. Place the knife several inches to the right of the napkin.
	3. Place a teaspoon to the right of the knife and place the second teaspoon, or the soup spoon, to the right of the first teaspoon.
	4. Place the water glass on the right side of the cover, above the knife.
	5. Place the dinner fork several inches to the left of the napkin. (There should be room for a dinner plate to fit between the knife and fork.)
	6. Place the salad fork to the left of the dinner fork.
	7. Place the bread and butter plate on the left side of the cover, above the dinner fork.

Information Sheet 9
Buffet Table Set-up

Introduction

Study the following diagrams and use them as guides for setting up three types of buffet tables. Ask your instructor for the items you need to practice setting up these buffet tables.

Buffet Table Set-ups



KEY

(C) centerpiece
(M) main foods (hot foods should be served in chafing dishes)
(S) secondary foods (salads, bread, pickles)
(F/N) flatware and napkins (counted and arranged attractively)
(P) plates (counted and stacked)

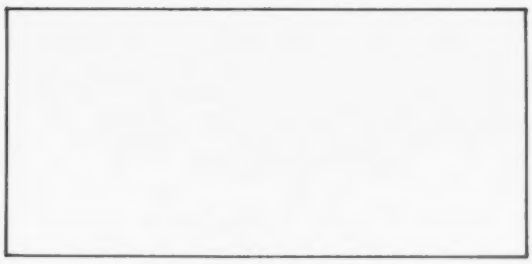
NOTE: → Arrows represent the directions from which guests might approach the table.

Activity 9A
Item Placement for the Buffet Table

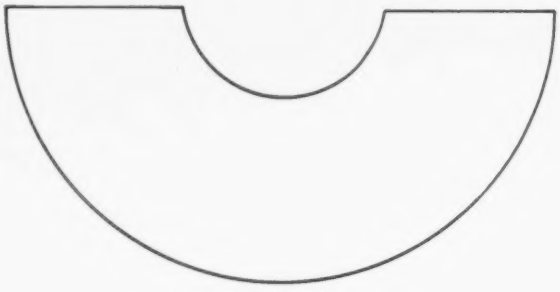
Directions

DO NOT WRITE

On a separate sheet of paper, copy the three table shapes and show the placement on these tables of the items listed below. Write the appropriate abbreviation in the correct places on the diagrams. Include arrows to show directions from which guests might approach the tables.

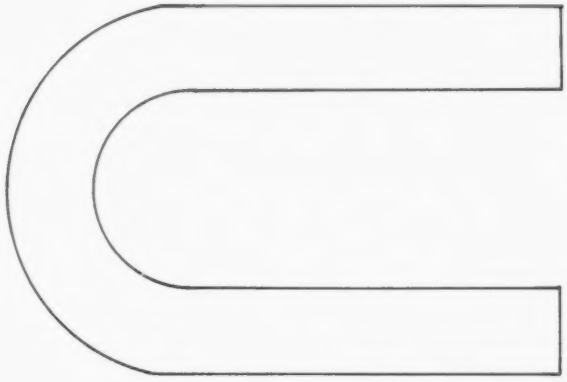


rectangle



semicircle

horseshoe



main foods (M)
secondary foods (S)
centerpiece (C)
flatware and napkins (F/N)
plates (P)
arrows (⟶)

NOTE: Show items on each table in as many places as needed.

Check your answers in the back of this LAP. If you missed any, review Information Sheet 9.

Activity 9B

Practice Checklist: Set up a Buffet Table

Directions

Write down the steps for this task **on a separate sheet of paper**. Then, ask your instructor for the items you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the diagrams in Information Sheet 9 to help you perform the task.

Steps	✔
1. Place a centerpiece at the head of the table.	
2. Place main foods where they are accessible to the flow of guests.	
3. Place secondary foods next to and/or between main foods.	
4. Place flatware and napkins where they are accessible to the flow of customers.	
5. Place plates at the beginning of the flow pattern.	

Answer Keys for Written Activities

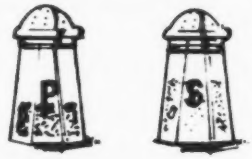
Activity 1:
Matching Vocabulary Words

1. **accessories**—items used to set a table, such as a sugar bowl, a centerpiece, and salt and pepper shakers; items used in addition to the flatware, dinnerware, and glassware in a table setting
2. **centerpiece**—a decoration usually placed in the center of the table
3. **china**—fine-quality dinnerware; another name for dinnerware
4. **cover**—the arrangement of dinnerware, flatware, glassware, accessories, and napkin in a place setting
5. **crystal**—fine-quality glassware; another name for glassware
6. **demitasse cup and saucer**—a small cup and saucer, used for serving after-dinner coffee
7. **dinnerware**—plates, cups, saucers, and bowls
8. **finger bowl**—a small bowl, used to hold water for washing one's fingers between courses during a meal
9. **flatware**—spoons, knives, and forks; also called silverware
10. **glassware**—water and beverage glasses
11. **goblet**—a glass with a stem and foot
12. **linen**—cloth tablecloths, place mats, and napkins
13. **service plate**—a plate that serves as an underliner during a formal meal service
14. **silencer**—a cloth or mat placed underneath the tablecloth to prevent noise when table appointments are used or moved
15. **table appointments**—all items used in a table setting
16. **underliner**—a plate that is used under another plate or dish during service

Answer Keys for Written Activities (continued)

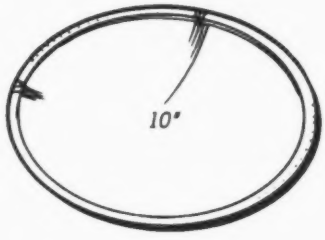
Activity 2A:
Identifying Basic Table Appointment Categories

1. **dinnerware**

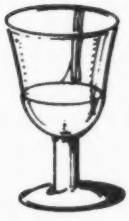


2. **accessory**

3. **flatware**



4. **dinnerware**



5. **glassware**

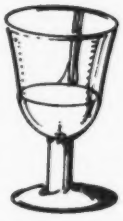
6. **flatware**

Activity 2B:
Identifying Basic Table-Setting Items

a.

b.

c.



d.

e.

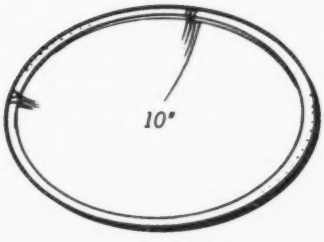
f.

g.

h.

i.

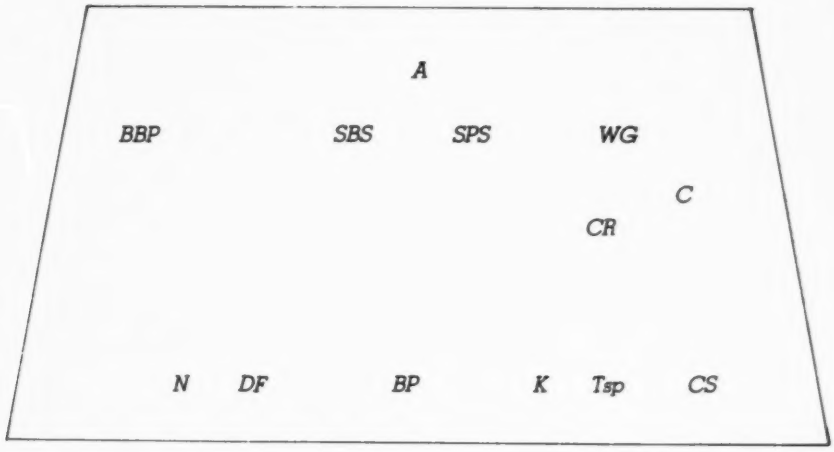
j.



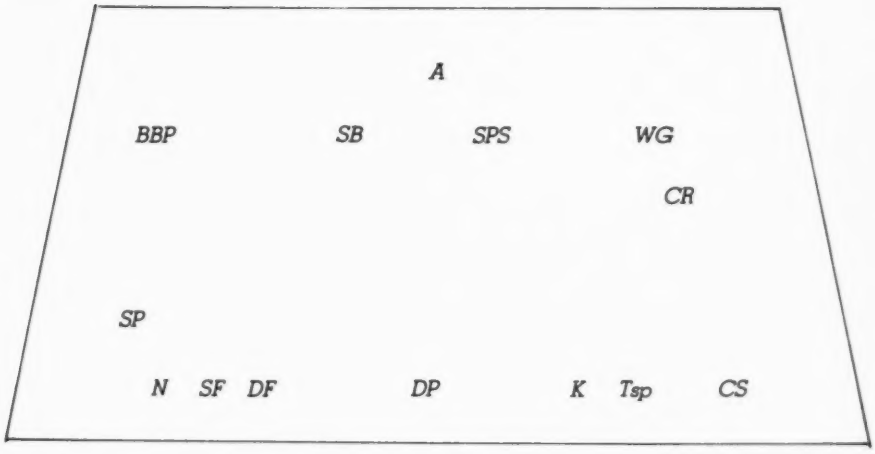
i	1. salad plate	d	6. napkin
j	2. dinner plate	g	7. bread and butter plate
f	3. salad fork	e	8. cup and saucer
a	4. dinner knife	c	9. water glass
h	5. dinner fork	b	10. teaspoon

Answer Keys for Written Activities (continued)

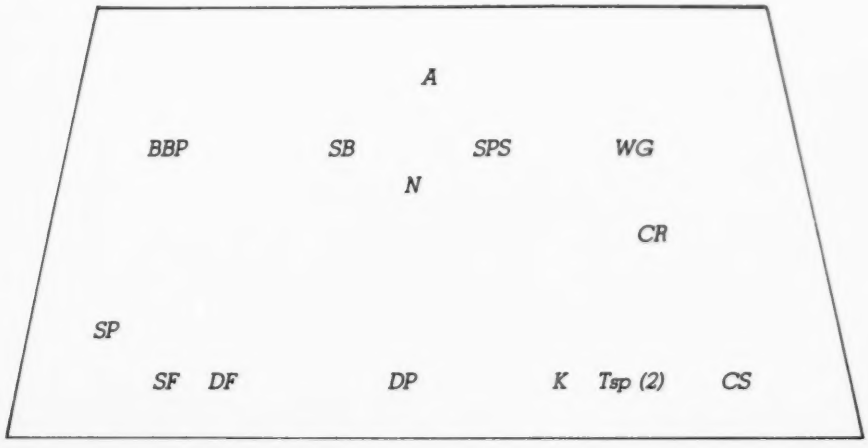
Activity 3A:
Item Placement on the Breakfast Cover



Activity 4A:
Item Placement on the Luncheon Cover



Activity 5A:
Item Placement on the Dinner Cover

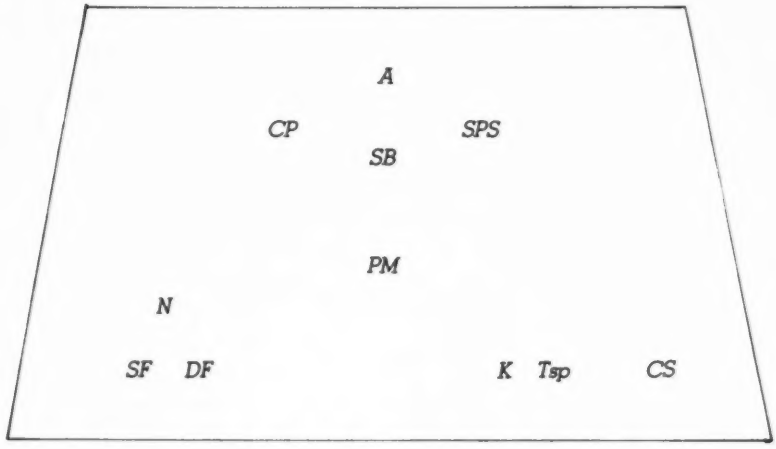


Answer Keys for Written Activities (continued)

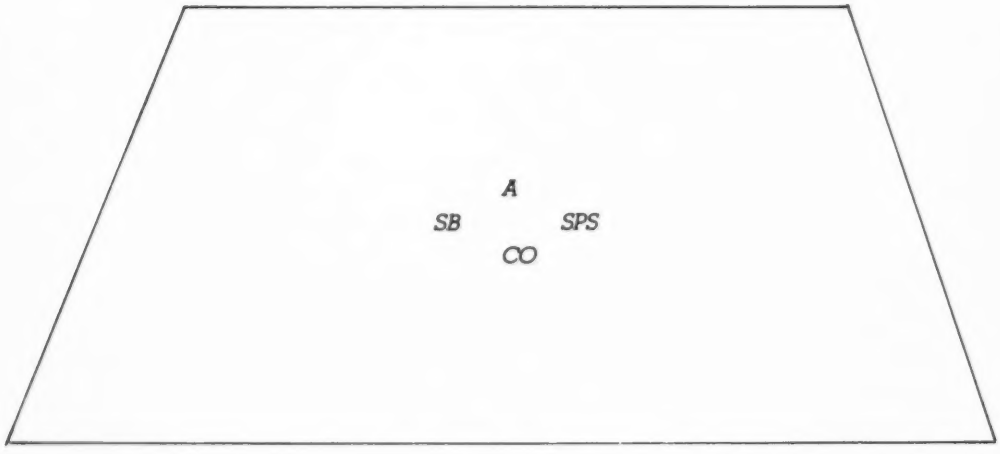
Activity 5C:
Comparing Covers

1. In the sample **breakfast** cover, the coffeepot appears on the **right** side.
2. Flatware on the sample **luncheon** cover consists of a **salad** fork, a dinner fork, a knife, and a teaspoon.
3. On the sample dinner cover, the folded **napkin** is placed above the dinner plate, and two **teaspoons** are placed beside the knife.

Activity 6A:
Item Placement on the Counter Cover

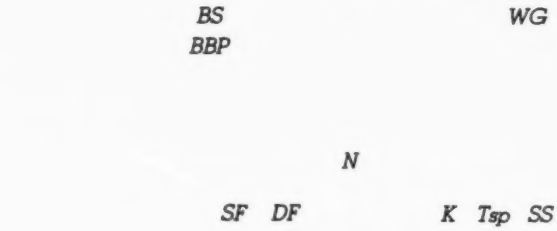


Activity 7A:
Item Placement for Cafeteria Service

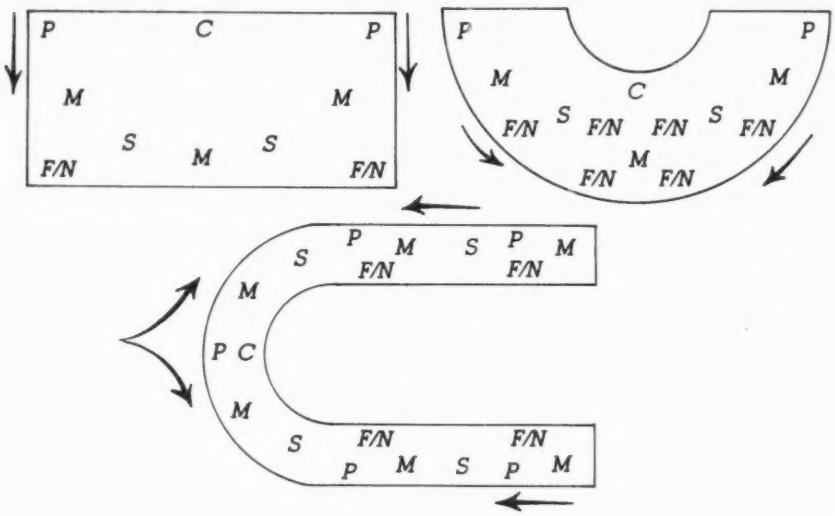


Answer Keys for Written Activities (continued)

Activity 8A:
Item Placement for
the Banquet Cover



Activity 9A:
Item Placement for
the Buffet Table



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Department of Education
Ralph D. Turlington, Commissioner of Education
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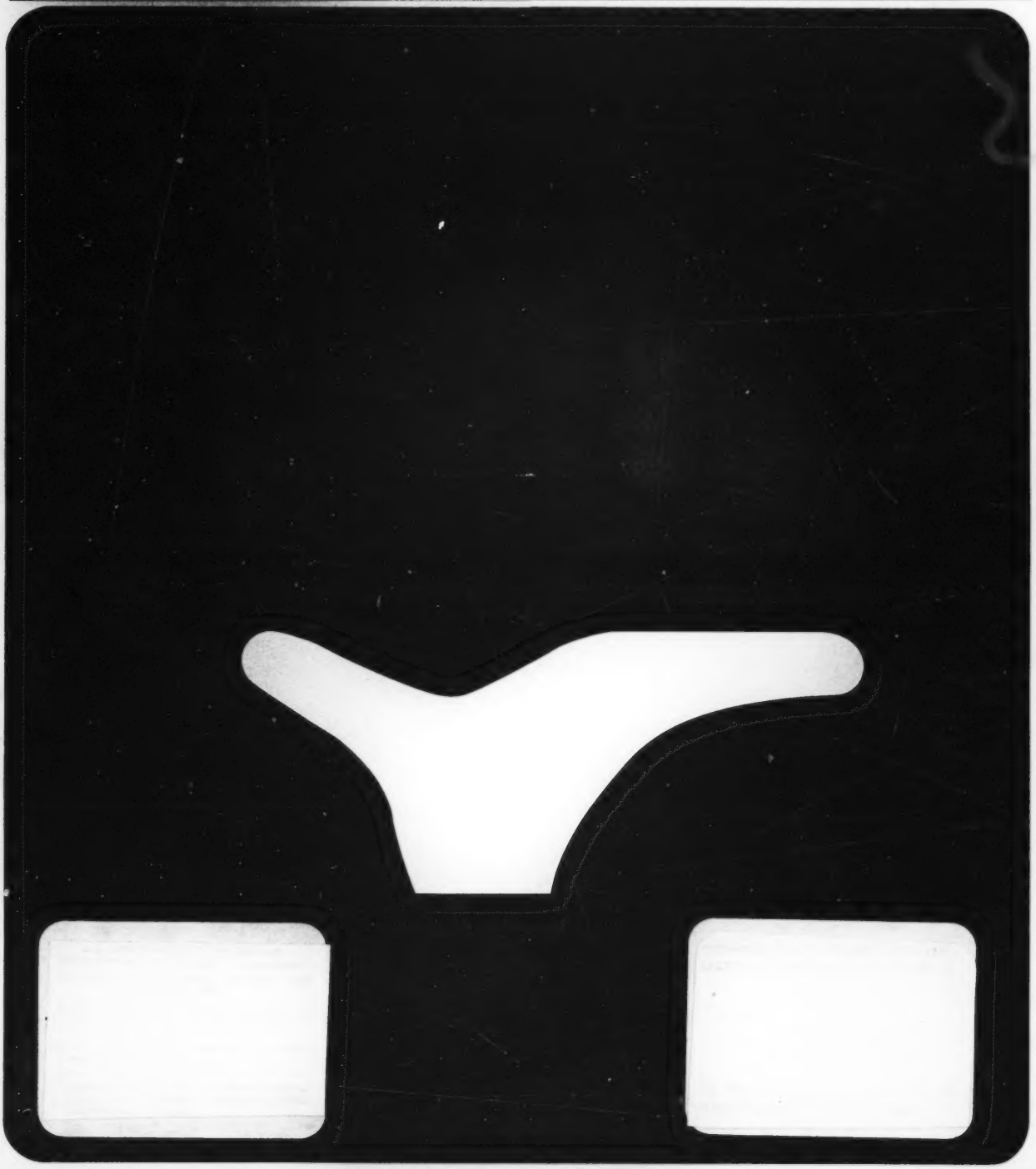
IE 358 BK 85

INSTRUCTOR'S GUIDE
LAP
8.1a

Dining Room Service/ Setting Table Covers

Related Services



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Dining Room Service/ Setting Table Covers

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January 1985

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Quantity Foods, developed by the 916 Vocational-Technical Center, White Bear Lake, Minnesota.

Food Management, Production, and Services: Competency-Based Curriculum, developed for the Tennessee State Department of Education, Division of Vocational Education, Nashville, Tennessee.

Career Related Instruction Series: *Baking and Pastry; Food Preparation; Food Service,* developed at the Capital Area Career Center, Mason, Michigan.

Also used were:

Employability Skills Series: *Good Work!* and *Food Production and Services: Learning Manager's Guide,* developed by the Florida Division of Vocational, Adult, and Community Education.

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These materials are endorsed for use in training commercial foods and culinary arts workers by the **Florida Restaurant Association's Education Foundation.**

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Instructional Matrix

Directions If you want to use only part of the materials in this LAP, use this matrix to help you select what you need.

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Knowledge Objectives	**Information Sheets**	**Written Activities**	**Written Test Items**
1. Match a list of vocabulary words with their definitions. (At least 14 out of 16 must be correct.)	1: Vocabulary	1: Matching Vocabulary Words	Part I: 1-16
2. Look at 6 illustrations and identify which basic table appointment category they belong to. (All 6 must be correct.)	2: Basic Table-Setting Procedures and Terms	2A: Identifying Basic Table Appointment Categories	Part II: 1-6
3. Identify the names of 10 basic table-setting items. (All 10 must be correct.)	2: Basic Table-Setting Procedures and Terms	2B: Identifying Basic Table-Setting Items	Part III: 1-10
4. Complete sentences about the differences between sample breakfast, luncheon, and dinner covers. (All 6 answers must be correct.)	3,4,5: Sample Breakfast, Luncheon, and Dinner Covers, respectively	5C: Comparing Covers	Part IV: 1-6
Skill Objectives	**Information Sheets**	**Practice Checklists**	**Skills Test Items**
1. Set an American-style breakfast cover.	3: Sample Breakfast Cover (American Style)	3B: Set a Breakfast Cover	Part I
2. Set an American-style luncheon cover.	4: Sample Luncheon Cover (American Style)	4B: Set a Luncheon Cover	Part II
3. Set an American-style dinner cover.	5: Sample Dinner Cover (American Style)	5B: Set a Dinner Cover	Part III
4. Set a place for counter service.	6: Counter Cover	6B: Set a Counter Cover	Part IV
5. Set a table for cafeteria service.	7: Cafeteria Service	7B: Set a Cover for Cafeteria Service	Part V
6. Set a cover for banquet service.	8: Sample Banquet Cover	8B: Set a Banquet Cover	Part VI
7. Set up tables for buffet service.	9: Buffet Table Set-up	9B: Set Up a Buffet Table	Part VII

Notes to the Instructor

General Notes

- LAP 8.1a is the first of three LAPs on Dining Room Services.
- Have the student complete this LAP before beginning LAPs 8.1b and 8.1c.

OPPS/V-TECS/ CAREER MAP

No Florida **OPPS** (Occupational Proficiency Performance Standards), Florida/**V-TECS** (Vocational-Technical Education Consortium of States) or Career MAP (Merit Achievement Plan) areas are covered by the material in this LAP.

Special Needs

The following materials which are related to and/or cover the subject, can be used for students who are educable mentally retarded/ handicapped (EMR/EMH) or academically disadvantaged as an alternative to, or in addition to, this LAP:

Series: Career Related Instruction (CRI)
Occupational Cluster: Food Preparation and Service
Titles: *Things to Clean in the Dining Room* (FPS FS 06 001)
What is Stocking the Dining Room (FPS FS 04 007)
Some Foods that are Stocked in the Dining Room (FPS FS 04 002)
How to Arrange a Buffet Table (FPS FS 001 002)

Suggested Instructional Procedures

Individual Instruction

If you choose to have student(s) use this LAP as a self-paced, self-instructional unit, have the student(s) follow the learning steps in the LAP, as listed below.

Learning Steps in LAP 8.1a

1. Read and study **Information Sheet 1:** Vocabulary.
2. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
3. Read and study **Information Sheet 2:** Basic Table-Setting Procedures and Terms.
4. Complete **Activity 2A:** Identifying Basic Table Appointment Categories. Check your answers.
5. Complete **Activity 2B:** Identifying Basic Table-Setting Items. Check your answers.
6. Read and study **Information Sheet 3:** Sample Breakfast Cover (American Style).
7. Complete **Activity 3A:** Item Placement on the Breakfast Cover. Check your answers.
8. Complete **Activity 3B:** Practice Checklist—Set a Breakfast Cover.
9. Read and study **Information Sheet 4:** Sample Luncheon Cover (American Style).
10. Complete **Activity 4A:** Item Placement on the Luncheon Cover.
11. Complete **Activity 4B:** Practice Checklist—Set a Luncheon Cover.
12. Read and study **Information Sheet 5:** Sample Dinner Cover (American Style).
13. Complete **Activity 5A:** Item Placement on the Dinner Cover. Check your answers.
14. Complete **Activity 5B:** Practice Checklist—Set a Dinner Cover.
15. Complete **Activity 5C:** Comparing Covers. Check your answers.
16. Read and study **Information Sheet 6:** Counter Cover.
17. Complete **Activity 6A:** Item Placement on the Counter Cover. Check your answers.

Suggested Instructional Procedures (continued)

18. Complete **Activity 6B:** Practice Checklist—Set a Counter Cover.
19. Read and study **Information Sheet 7:** Cafeteria Service.
20. Complete **Activity 7A:** Item Placement for Cafeteria Service. Check your answers.
21. Complete **Activity 7B:** Practice Checklist—Set a Cover for Cafeteria Service.
22. Read and study **Information Sheet 8:** Sample Banquet Cover.
23. Complete **Activity 8A:** Item Placement for the Banquet Cover. Check your answers.
24. Complete **Activity 8B:** Practice Checklist—Set a Banquet Cover.
25. Read and study **Information Sheet 9:** Buffet Table Set-up.
26. Complete **Activity 9A:** Item Placement for the Buffet Table. Check your answers.
27. Complete **Activity 9B:** Practice Checklist—Set up a Buffet Table.
28. Get **Written Test 8.1a** from your instructor and complete it. If you are successful, go on to Step 29; if not, talk with your instructor.
29. Have your instructor evaluate you on **Skills Test 8.1a:** Setting Table Covers. If you are successful, you have completed this LAP; if not, talk with your instructor.

Group Instruction

If you choose to use this LAP as a unit of instruction for more than one student, the following teaching steps are suggested.

Teaching Steps for LAP 8.1a

1. Introduce the subject of setting table covers.
2. Discuss the objectives in LAP 8.1a.
3. Discuss the vocabulary words with the group.
4. Have each student read the information sheets and complete the written activities in the LAP.
5. Divide the class into groups of four students each and have the students practice setting each of the table covers. Have the students use the practice checklists.

Suggested Instructional Procedures (continued)

6. Give the students **Written Test 8.1a** to complete. Evaluate the results, using the Answer Key in this Instructor's Guide. Make special arrangements for those who do not master this unit.

7. Use **Skills Test 8.1a** to evaluate each student. Assign students who do not master tasks satisfactorily to practice more.

8. Use the additionl instructional activities/enrichment with the group or with individual students.

Additional Instructional Activities/Enrichment

1. The Center for Studies in Vocational Education. *The ABCs of Folding Napkins*. Food Production and Services Filmstrips: Part One (series). Tallahassee, Fla.: Florida State Department of Education, 1982. (Multimedia Kit)

2. Cornelius, Ethelwyn G. *Food Service Careers*. Rev. ed. Edited by Marion L. Cronan. Peoria, Ill.; Charles A. Bennett Co., 1979.

3. Dahmer, Sondra J., and Kahl, Kurt W. *The Waiter and Waitress Training Manual*. Boston: CBI Publishing Co., 1974.

4. Largen, Velda L. *Guide to Good Food*. South Holland, Ill.: Goodheart-Wilcox Co., 1979.

5. *Table Setting, Sidework, and Bussing*. Tarrytown, N.Y.: Prentice Hall Media, 1980. (Filmstrip)

Activities

1. Prepare a short report on differnt styles of table settings.

2. Bring to class samples of different types of table coverings.

3. Find magazine pictures of different table settings.

4. Ask a florist to demonstrate flower arrangements for centerpieces.

5. Discuss different styles of service. Have students draw the different table settings.

Written Test 8.1a

I. Matching Vocabulary

Directions

Match each vocabulary word below with the correct definition. Write the **letter** of the correct definition in the blank beside the word. Definitions are found on the following page.

Vocabulary Words

_____ (1) **underliner**

_____ (2) **table appointments**

_____ (3) **silencer**

_____ (4) **service plate**

_____ (5) **linen**

_____ (6) **goblet**

_____ (7) **glassware**

_____ (8) **flatware**

_____ (9) **finger bowl**

_____ (10) **dinnerware**

_____ (11) **demitasse cup and saucer**

_____ (12) **crystal**

_____ (13) **cover**

_____ (14) **china**

_____ (15) **centerpiece**

_____ (16) **accessories**

Definitions begin on the next page.

Written Test 8.1a (continued)
I. Matching Vocabulary

Definitions

a. plates, cups, saucers, and bowls

b. fine-quality dinnerware; another name for dinnerware

c. water and beverage glasses

d. fine-quality glassware; another name for glassware

e. spoons, knives, and forks; also called silverware

f. the arrangement of dinnerware, flatware, glassware, accessories, and napkin in a place setting

g. a decoration usually placed in the center of the table

h. items used to set a table, such as a sugar bowl, a centerpiece, and salt and pepper shakers; items used in addition to the flatware, dinnerware, and glassware in a table setting

i. all items used in a table setting

j. a cloth or mat placed underneath the tablecloth to prevent noise when table appointments are used or moved

k. cloth tablecloths, place mats, and napkins

l. a small cup and saucer, used for serving after-dinner coffee

m. a small bowl, used to hold water for washing one's fingers between courses during a meal

n. a glass with a stem and foot

o. a plate that is used under another plate or dish during service

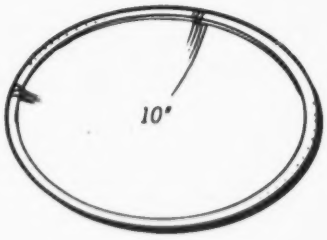
p. a plate that serves as an underliner during a formal meal service

Written Test 8.1a (continued)
II. Identifying Basic Table Appointment Categories

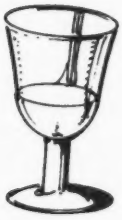
Directions

Identify each item shown below as one of the following:
a. **glassware**, b. **flatware**, c. **dinnerware**, d. **accessory**. Write the correct letter in the blank beside each numbered item.

1. _____



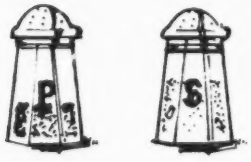
2. _____



3. _____

4. _____

5. _____



6. _____

Written Test 8.1a (continued)
III. Identifying Basic Table Setting Items

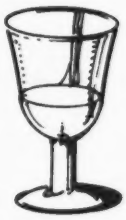
Directions

Identify each item shown below by writing the correct letter in the blank beside each numbered word.

a.

b.

c.



d.

e.

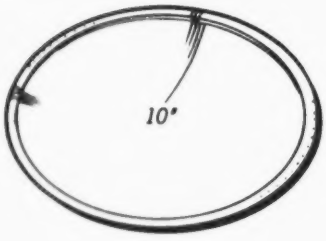
f.

g.

h.

i.

j.



_____ 1. teaspoon
_____ 2. water glass
_____ 3. cup and saucer
_____ 4. bread and butter plate
_____ 5. napkin
_____ 6. dinner fork
_____ 7. dinner knife
_____ 8. salad fork
_____ 9. dinner plate
_____ 10. salad fork

Written Test 8.1a (continued)
IV. Comparing Covers

Directions

Read the following statements about the sample breakfast, luncheon, and dinner covers. Fill in the blanks with the correct words selected from the word bank below.

On the sample dinner cover, the folded (1) _____ is placed above the dinner plate, and two (2) _____ are placed beside the knife.

Flatware on the sample (3) _____ cover consists of a (4) _____ fork, a dinner fork, a knife, and a teaspoon.

In the sample (5) _____ cover, the coffeepot appears on the (6) _____-hand side.

Word Bank

dessert	dinner
napkin	breakfast
salad	luncheon
forks	left
teaspoons	right

Answer Key for Written Test 8.1a

Each section in the Written Test covers one objective and, therefore, should be evaluated separately. Criteria for evaluating each section are suggested below.

I. To master this objective, the student must answer 14 out of 16 correctly.

1. o
2. i
3. j
4. p
5. k
6. n
7. c
8. e
9. m
10. a
11. l
12. d
13. f
14. b
15. g
16. h

II. To master this objective, the student must answer all 6 correctly.

1. b
2. c
3. a
4. b
5. c
6. d

III. To master this objective, the student must answer all 10 correctly.

1. b
2. c
3. e
4. g
5. d
6. h
7. a
8. f
9. j
10. i

IV. To master this objective, the student must answer all 6 items correctly.

1. napkin
2. teaspoons
3. luncheon
4. salad
5. breakfast
6. right

Skills Test 8.1a
Setting Table Covers

Student's Name _____ Date _____

The Student Can:	Yes	No
I. Set an American-style breakfast cover.	___	___
II. Set an American-style luncheon cover.	___	___
III. Set an American-style dinner cover.	___	___
IV. Set a place for counter service.	___	___
V. Set a table for cafeteria service.	___	___
VI. Set a cover for banquet service.	___	___
VII. Set up tables for buffet service.	___	___

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Department of Education
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